DOCUMENT RESUME

ED 416 890 IR 056 915

AUTHOR	Drobner, Sherry
TITLE	Alameda County Library Workplace Literacy, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION	Alameda County Library System, Hayward, CA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE	1994-00-00
NOTE	25p.
CONTRACT	R167A20395
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Adult Learning; *Adult Literacy; Federal Programs; Grants; Library Role; *Literacy Education; Public Libraries; Publicity; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; *Workplace Literacy
IDENTIFIERS	California (Alameda County); Library Services and Construction Act; Volunteer Recruitment

ABSTRACT

The Adult Literacy Program at the Alameda County Library provided employment oriented programs. The project served a community of over 200,000 people, and targeted workforce/workplace learners. The project served 578 adult learners and provided 35,904 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include: final fourth quarter expense report, narrative summary of job counseling for period October 1992-September 1993, and program advertisements. (SWC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 890

Alameda County Library Workplace Literacy, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR056915

ERIC-YES IR

LSCA Title VI Final Report

Workplace Literacy

Part I. General Information

1. Alameda County Library
   Adult Literacy Program
   2450 Stevenson Blvd.
   Fremont, CA 94538

2. Sherry Drobner
   (510)745-1484

3. Grant Number R167A20395

4. Grant Awarded: $34,814; Grant Expended: $34,822

FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

INSTRUCTIONS FOR PREPARING FINAL PERFORMANCE REPORT

Authority: Library Services and Construction Act, as amended, Public Law 98-480

General

The Final Performance Report will be used to provide information and data to the U.S. Department of Education for the Library Literacy Program, LSCA Title VI - CFDA No. 84.167.

The Final Performance Report for LSCA Title VI grants is required to be sent to the U.S. Department of Education 90 days after the end of the award period.

Submit an original and two copies to:

Executive Officer
Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, D.C. 20202-5530

Attention: 84.167 Final Performance Report

INFORMATION TO BE SUBMITTED IN THE FINAL PERFORMANCE REPORT

Grantees should include the following information in their Final Performance Report:

Part I: General Information

1. Name and address of organization receiving grant. For joint projects, provide complete list of all participating institutions or organizations.

2. Name and telephone number of persons preparing this report.

3. Grant Number (R167A-395).

4. Grant amount awarded and the actual amount expended. REPORT ON FEDERAL LSCA TITLE VI FUNDS ONLY.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
_X_ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
___ Basic Literacy
___ Other (describe)_____

___ Collection Development
___ Tutoring
___ Computer Assisted
___ Other Technology
_X_ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
_X_ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham _X_ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

___one-on-one tutoring ___small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 578
Of those served, how many received direct tutoring service? All
How many hours of direct tutoring service did they receive? 35904
How many new volunteer tutors were trained? 95
How many current volunteer tutors received additional training? 60
How many volunteer tutors (total) were involved? 419
How many non-tutor volunteers were recruited? 12
How many service hours were provided by non-tutors? 50
How many librarians were oriented to literacy methods, materials, and students? 24
How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

BEST COPY AVAILABLE

Part III: Narrative Report

1. Comparison of actual accomplishments to the goals and objectives set forth in the application.

Objective:

To establish sixteen work place literacy workshops for the purpose of addressing self-esteem, communication, and practical job search skills for students as well as assistance with lesson planning and learning methods for tutors.

Accomplishments:

Michael James, a respected and experienced literacy instructor offered six workshops in Fremont, four work shops in San Lorenzo and four workshops in Pleasanton for students. The workshops in Fremont were well attended and students expressed to staff that the discussions were useful. The workshops in Pleasanton were well attended for two sessions, but lack of attendance in the third and fourth session. The workshops in San Lorenzo were poorly attended at the first session and it was decided that further sessions would be held at Fremont Library where the majority of students reside.

Because Mr. James' expertise revolves around student curriculum, the job counselor hired for the program conducted separate sessions for tutors to discuss lesson planning and learning methods directed toward work related issues. Twenty

tutors participated in tutor round table discussions which included training in the use of the new materials.

Objective:

To identify a minimum of 50 students interested in either obtaining or improving employment and providing them with career development information at weekly job clinics.

Accomplishment:

A total of forty-seven students participated in job counseling, either in one-to-one sessions or in small groups. Counseling was offered on-site at Fremont Main Library and the branches in Union City, San Lorenzo, and Pleasanton. The primary purpose of the counseling was to provide information and referral regarding employment opportunities, vocational training programs, legal rights, and other vocational or employment related issues, particularly as they relate to the needs of adult literacy students. In addition, with the assistance of the job counselor, students prepared individualized job search plans, wrote their resumes, prepared to take entrance examinations, practiced filling out job application, write cover letters, and practiced the interview.

Twenty-six students participated in individual counseling. These students received a total of 110 hours of direct tutor service. On the average, each student received four hours of direct tutoring service. Of the twenty-six students, twenty-one left the counseling sessions with resumes.

Seventeen students participated in small group sessions of job counseling. During these sessions, students completed vocational interest assessment, learned the parts and structure of a resume and cover letter and discussed with the job counselor various questions and concerns related to the job search or current employment.

Objective:

To create greater awareness of work place literacy issues by recruiting four employers who will hire qualified learners from the program.

Accomplishment:

Although contacts were made to local companies and the Office of Employment Development, this final link from job search preparation to gainful employment was not successful. Although companies were interested in the literacy issue, and as a result asked our program to provide services (both at New United Motors in Fremont and Reynolds Canning Company in Hayward), students were not hired.

The numbers of hours budgeted for the job counselor/developer were insufficient for this final stage of the grant. At minimum, a .80 position would be needed to provide both the job counseling and job development components as set forth in this grant.

2. **Comparison between proposed and actual expenditures by budget category:**

	Proposed	Actual
Salary	0	0
Fringe Benefit	0	0
Travel	0	0
Equipment	0	0
Supplies	0	0
Contractual serv.	0	0
Library Materials	2,500	2,484
Other	29,736	29,759
Indirect	2,579	2,579
Total	34,815	34,822

3. Details about activities undertaken.

In October 1992, job counseling was made available to all interested students in the literacy program. Counseling was offered on-site at Fremont Main Library and the branches in Union City, San Lorenzo, and Pleasanton. The primary purpose of the counseling was to provide information and referral regarding employment opportunities, vocational training programs, legal rights, and other vocational or employment related issues, particularly as they related to the needs of adult literacy students. In addition, with the assistance of the job counselor, students prepared individualized job search plans, wrote their resumes, prepared to take entrance examinations, practiced fill out job applications, wrote cover letters and practiced the interviews.

Job counseling was offered in individual and group sessions. Twenty-six students participated in individual counseling. These students received a total of 110 hours of direct tutoring service. On the average, each student received four hours of direct tutoring service. Of the twenty-six students, twenty-one left the counseling sessions with resumes, which in most cases was the first resume the student had ever had.

A survey was mailed to all participants in individual job counseling in an effort to determine qualitative outcomes of student progress, and follow-up phone calls were made. Of those students who responded to the survey by mail or by phone, all said they had been helped by the job counseling, some in finding jobs, some in determining vocational direction, others in confronting immediate work-related challenges. Approximately one-third of the participants who were actively looking for work during the time of the counseling sessions subsequently found employment.

Seventeen students participated in small group sessions of job counseling. During these sessions, students completed vocational interest assessments, learned the parts and structure of a resume and cover letter, and discussed with the job counselor various questions and concerns related to the job search or current employment.

Nineteen new vocational related books (a total of seventy-three copies) were purchased and distributed to Fremont Main and the branches in San Lorenzo, Union City, and Pleasanton. Videos, workshop tool kits, flash cards and work sheets were also purchased and distributed to the branches. These materials covered topics

such as:

*developing essential employability skills

*oral histories on work and society

*employment issues facing adults new to the U.S.

*interaction on the job

*readings for low beginning through high intermediate levels

*readings on occupations that do not require a college degree

*resumes, cover letters, applications, interviews, legal forms

*overviews of different work places

Twenty tutors participated in a tutor round table discussion of the job counseling sessions available to their students, and a brief training in the use of the new materials. One tutor accompanied her student to the job counseling sessions, and they continued the work of the sessions in individual tutoring, doing research and follow-up.

A one-hour workshop was held for former participants in job counseling in order to provide support for the ongoing job searches and additional information and referral. Two students participated in this workshop. A two-hour resume writing workshop was offered for students who had not participated in individual counseling. Four students participated in this workshop.

Since participating in job counseling, several students have asked for additional copies of their resumes, for referrals for specific occupation needs, and for consultation.

4. **Role of the library**

The library branch of Union City offered use of its existing Job Center to house materials and is a major referral source for the job counselor. The Union City Branch hosted a job fair and invited our job counselor to be present and recruit potential students for our program. Favorable publicity followed this event. The Business Library, located at Fremont Main Library, also provided the job counselor and students with critical referral information about employment issues. The library also provided space for discussion groups and job counseling.

5. **Agencies and organizations recruited to assist.**

The job counselor spoke on numerous occasions with the Employment Development Department and the Department of Labor to verify and ascertain federal and local employment regulations. She also worked with the Regional Occupation Program and the local Adult Schools as sources for referral for the students.

6. **Library sites utilized in grant.**

Union City Library, Fremont Main Library, San Lorenzo Library and Pleasanton Library.

7. **Impact of the Federal project on the organization.**

This grant was of extreme importance to the students who took advantage of the opportunities offered by a job counselor. The grant allowed us to provide assistance not otherwise available to students (at no cost). One of the basic activities, the creation

of a resume, resulted in a finished product for students to give potential employers. Most importantly, the process encouraged self-examination and enhanced the self-esteem of students who had never acknowledged their strengths in such a specific manner.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

SEP 8 1993

Dear Colleague:

We are closing out all Fiscal Year 1992 grants for the LSCA Title VI, Library Literacy Program. In order to complete this process, we will need your FY 1992 Final Performance Report. Please submit the report (referenced below) as soon as possible.

Grant Number	Project Period	Report Due Date
R167A20392	10/1/92-9/30/93	12/31/93

Enclosed is a copy of the report instructions for your use.

Thank you for your cooperation.

Sincerely,

Patricia Murray
Program Assistant
Library Literacy Program

Enclosure

WASHINGTON, D.C. 20208—

ALAMEDA COUNTY LIBRARY

WORKPLACE LITERACY GRANT (01c0) 1992/93

File: 01c0-93
Created: 1/29/93 (cp)
Revised: 11/10/93

4th QTR. REPORT - FINAL

EXPENSE CATEGORY	MATERIALS	OTHER	INDIRECTS	NOTES:
BUDGET	2,500.00	29,730.00	2,579.00	34,815.00 (Total Grant)
10/92-12/92 Indirects			644.75	
1ST QTR. SUB-TOTALS	0.00	0.00	644.75	644.75 (total for qtr.)
1/6/93 Clemons		530.00		
1/15/93 Garcia		1,574.56		
2/4/93 Education Associates	124.27			
2/10/93 Clemons		280.00		
2/11/93 Garcia		1,635.12		
2/24/93 Clemons		690.00		
3/2/93 T. Weston Welch	534.14			
3/10/93 New Reader Press	576.74			
3/10/93 M. Davis		1,250.00		
3/12/93 Garcia		1,635.12		
1/93-3/93 Indirects			644.75	
2nd QTR. SUB-TOTALS	1,535.15	7,594.80	644.75	9,774.70 (total for qtr.)
4/6/93 Clemons		701.00		
4/9/93 Garcia		1,635.12		
4/23/93 Clemons		420.00		
5/93 Zerox/Xg (1402) 0222		701.05		
5/93 Garcia		1,635.12		
5/17/93 M. Davis		1,287.00		
5/93 Zerox/Xg (1404) 0222		965.80		
6/4/93 Garcia		965.96		
6/17/93 Clemons		330.00		
4/93-6/93 Indirects			644.75	
4 Hrs 93 Materials	0.00			
3rd QTR. SUB-TOTALS	0.00	8,390.05	644.75	9,027.80 total for qtr.
7/93 Indirects			644.75	
7/93 Materials	0.00			
7/93 Paper/Letter		8,421.90		
7/14/93 Clemons		420.00		
8/93 Zeroxing (1424)		71.20		
8/22/93 Demic (Laser Print Labels)		49.05		
8/30/93 Clemons		460.00		
10/93 LVI		500.00		
10/93 Pagemaker		199.00		
10/93 Hot		1,444.50		
10/93 Pagemaker		495.00		
10/93 LVI		500.00		
10/93 Clemons		410.00		
10/93 Garcia		644.00		
10/93 Hot Studio	1,535.34			

BEST COPY AVAILABLE

4th QTR. SUB-TOTALS	946.94	13,561.96	644.78	15,175.67 (total for qtr.)
TOTALS YTD	2,464.04	29,759.83	2,579.00	34,822.92 (total grant exp's)

TOTAL ALL CATEGORIES: 34,822.92
TOTAL UNSPENT FUNDS: (7.92)
****

cc: Sherry Drobner
Carolyn Miskovitz
Jo Ceccke
Helen Butler

BEST COPY AVAILABLE

* interaction on the job
* readings for low beginning through high intermediate levels
* readings on occupations that do not require a college degree
* resumes, cover letters, applications, interviews, legal forms
* overviews of different workplaces

Twenty tutors participated in a tutor roundtable discussion of the job counseling sessions available to their students, and a brief training in the use of the new materials. One tutor accompanied her student to the job counseling sessions, and they continued the work of the sessions in individual tutoring, doing research and follow-up.

A one-hour workshop was held for former participants in job counseling in order to provide support for the ongoing job searches and additional information and referral. Two students participated in this workshop. A two-hour resume writing workshop was offered for students who had not participated in individual counseling. Four students participated in this workshop.

A total of forty-seven students participated in job counseling, either in one-to-one sessions or in small groups. Ongoing follow-up and support is being offered to interested students. Since participating in job counseling, several students have asked for additional copies of their resumes, for referrals for specific occupational needs, and for consultation.

--Melinda Clemmons
Job Counselor

Narrative Summary of Job Counseling
Alameda County Library Adult Literacy Program
October 1992 - September 1993

In October 1992, job counseling was made available to all interested students in the literacy program. Counseling was offered on-site at Fremont Main Library, and the branches in Union City, San Lorenzo, and Pleasanton. The primary purpose of the counseling was to provide information and referral regarding employment opportunities, vocational training programs, legal rights, and other vocational or employment related issues, particularly as they related to the needs of adult literacy students. In addition, with the assistance of the job counselor, students prepared individualized job search plans, wrote their resumes, prepared to take entrance examinations, practiced filling out job applications, wrote cover letters, and practiced the interview.

Job counseling was offered in individual and group sessions. Twenty-six students participated in individual counseling. These students received a total of 110 hours of direct tutoring service. On the average, each student received four hours of direct tutoring service. Of the twenty-six students, twenty-one left the counseling sessions with resumes, which in most cases was the first resume the student had ever had.

An evaluative survey was mailed to all participants in individual job counseling in an effort to determine qualitative outcomes of student progress, and follow-up phone calls were made. Of those students who responded to the survey by mail or by phone, all said they had been helped by the job counseling, some in finding jobs, some in determining vocational direction, others in confronting immediate work-related challenges. Approximately one third of the participants who were actively looking for work during the time of the counseling sessions subsequently found employment.

Seventeen students participated in small group sessions of job counseling. During these sessions, students completed vocational interest assessments, learned the parts and structure of a resume and cover letter, and discussed with the job counselor various questions and concerns related to the job search or current employment.

Nineteen new vocationally related books (a total of seventy-three copies)were purchased and distributed to Fremont Main and the branches in San Lorenzo, Union City, and Pleasanton. Videos, workshop tool kits, flash cards, and worksheets were also purchased and distributed to the branches. These materials covered topics such as:

* developing essential employability skills
* oral histories on work and society
* employment issues facing adults new to the U.S.

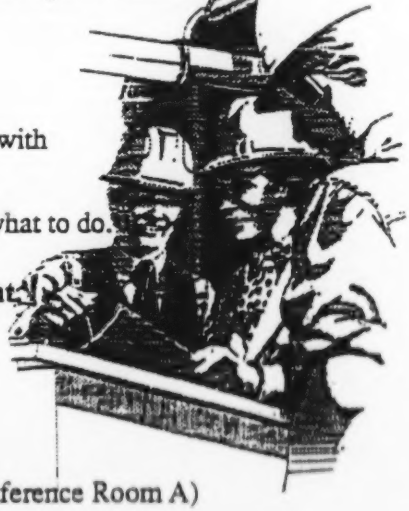
Do you need to find a job?

Are you happy in the job you have?
Would you like to be self-employed?

The Adult Literacy Program can help you!

Job Counseling

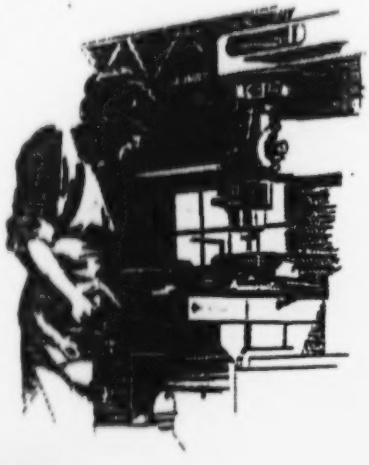
Melinda Clemmons will meet with you one to one to help you decide what kind of job you would like to have. You can meet at least three times, for an hour each time. Together you will begin to think about:



Where you like to work
Your skills
The people and things you most like to work with
What sort of salary you want
How to find a job: who to call, where to go, what to do.

Call us at 745-1480 to make an appointment.
See dates and times below.

- Fremont Library
  Monday evenings
  6 - 9 P.M.
  Conference Room 3 (Starting in January, Conference Room A)



- Union City Library
  Third Tuesday of each month
  6 - 9 P.M.
  Career Center - upstairs

- Pleasanton Library
  Second Tuesday of each month
  6 - 9 P.M.
  Small meeting room

- San Lorenzo Library
  First Tuesday of each month
  6 - 9 P.M.
  Check in at reference desk

BEST COPY AVAILABLE

Tutors– Please discuss with your student!

FREE
Call to sign up
745-1485

Reading, Writing and Talking About Work

Alameda County Library

A four week class.

- Do you look forward to going to work each day or do you work only because you have to?
- Do you think you deserve to enjoy your work?
- What kind of work would you like to do?
- Start to think about making a change!

San Lorenzo Adult School
820 Bockman Road, San Lorenzo
Room 11
Thursdays, May 6, 13, 20, 27
7 – 9 P.M.

Adult Literacy Program 4/93

BEST COPY AVAILABLE

JOB COUNSELING WORKSHOP (TWO-PART)
WITH MELINDA CLEMONS

SATURDAY, SEPTEMBER 11
FREMONT LIBRARY,
CONFERENCE ROOM 3

1 **9 – 10 A.M.**

Discussion group for former Job Counseling participants.

- We will get together and exchange information and ideas about the job search.

2 **10 A.M. – 12 NOON**

Job skills workshop for students who have never attended a job counseling session.

- We will talk about how to get a job and keep it.
- Resume Writing
- Learn how to do your job search.

Produced by
Alameda County
Library
Community Relations
8/30/3

BEST COPY AVAILABLE